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CURRENT SOCIAL DIALECT RESEARCH AT AMERICAN HIGHER INSTITUTIONS.

CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

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REPORT NUMBER 2 OF THE CLEARINGHOUSE FOR SOCIAL DIALECT STUDIES (CENTER FOR APPLIED LINGUISTICS AND NATIONAL COUNCIL OF TEACHERS OF ENGLISH) GIVES BRIEF DESCRIPTIONS OF 26 CURRENT, PROJECTED, OR RECENTLY COMPLETED SOCIAL DIALECT STUDIES AT UNIVERSITIES AND OTHER INSTITUTIONS OF HIGHER LEARNING IN THE UNITED STATES. THE EMPHASIS IS ON THE SPEECH OF SPEAKERS OF NONSTANDARD VARIETIES OF ENGLISH AND ASSOCIATED SCHOOL PROBLEMS. THE OBJECTIVES AND PROCEDURES OF EACH PROJECT ARE DESCRIBED IN THE REPORT. MOST OF THE PROGRAMS DESCRIBED ARE SCHOOL-BASED, BUT SOME ARE UNDER THE AUSPICES OF GOVERNMENT PROGRAMS LIKE PROJECT HEAD START AND PROJECT LITERACY. (KL)

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CLEARINGHOUSE FOR SOCIAL DIALECT STUDIES

(Center for Applied Linguistics/National Council of Teachers of English)

CURRENT SOCIAL DIALECT RESEARCH AT AMERICAN HIGHER INSTITUTIONS

REPORT NO. 2

Brief descriptions of 26 current, projected, or recently completed social dialect studies at universities and other higher institutions in the United States.

Information on projects not included here should be sent to:
Joy Varley, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.

The studies are arranged alphabetically, by state and location of research.

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**William A. Stewart
Secretary
Clearinghouse Committee for
Social Dialect Studies**

November 15, 1966.

AL 000 062

CURRENT SOCIAL DIALECT RESEARCH AT AMERICAN HIGHER INSTITUTIONS

PREFACE TO REPORT NO. 2

The Clearinghouse for Social Dialect Studies was first proposed at a conference on Urban School Dialects and Language Learning held at Indiana University in the summer of 1964,¹ with support from the Cooperative Research Program of the U.S. Office of Education. The Clearinghouse was formally established in February 1965 as a joint instrumentality of the Center for Applied Linguistics and the National Council of Teachers of English. It operates under the guidance of an Advisory Committee whose membership² assures continued contact with all relevant programs, procedures and publications. Using the facilities of an allied CAL project, Language Research in Progress (LRIP), this Clearinghouse activity brings together information and materials related to and emerging from special projects concerned with the speech of speakers of non-standard varieties of English and associated school problems.

In the spring and summer of 1965, the NCTE's Executive Committee determined to establish a National Task Force which would survey and report on the hundreds of independent and uncoordinated programs in language and reading for the disadvantaged that had sprung up all over the country. This National Task Force, underwritten by NCTE funds, consisted of 22 experts and three consultants. By the end of June, 1965, teams of the Task Force had visited 190 programs for the disadvantaged, both rural and urban. The Report on this massive undertaking³ appeared in the fall of 1965.

This NCTE undertaking, however, examined programs that were taking place in school districts and under the auspices of such government programs as Project Head Start and Project Literacy, and included some adult literacy programs. For important reasons, most of the programs selected were school or school-district based. A number of research studies, based at colleges, universities and other higher institutions, were just getting under way or had recently been completed. Many of these are still in progress, either as autonomous studies, as part of a wider research program, or in fulfillment of requirements for an advanced degree. CAL

¹ Social Dialects and Language Learning (Report of a Conference sponsored by the Illinois Institute of Technology and the NCTE), ed. Roger W. Shuy. Champaign, Illinois: NCTE, 1965. pp. 157.

² Harold B. Allen (Univ. Minnesota), Alva L. Davis (Illinois Inst. Technology), W. Nelson Francis (Brown Univ.), Alfred S. Hayes (CAL), Robert F. Hogan (NCTE), William Labov (Columbia Univ.), Albert H. Marckwardt (Princeton Univ.), Raven I. McDavid, Jr. (Univ. Chicago), David W. Reed (Univ. Cal. Berkeley), William A. Stewart (CAL, Permanent Secretary).

³ Language Programs for the Disadvantaged (Report of the NCTE Task Force on Teaching English to the Disadvantaged), Richard Corbin and Muriel Crosby. Champaign, Illinois: NCTE, 1965. pp. viii + 327.

itself has a study under way in the District of Columbia.

Since this work has not been collectively reported elsewhere, the Clearinghouse Committee for Social Dialect Studies decided in the fall of 1965 that a draft report on all such current programs should be prepared for its consideration at a second meeting, which was held in conjunction with the NCTE Annual Meeting in Boston in late November, 1965. Such a draft report was prepared and distributed in April 1966 to some 80 persons known to be engaged or interested in the kind of work described in it. This was the first Social Dialect Research Report. The present Report replaces it.

It had originally been hoped to update the entries in Report no. 1 at least every three months, but this proved impossible. In October 1966 all project directors represented in Report no. 1 were asked to update the descriptions of their work, so that a new Report could be issued which would also contain descriptions of projects that had come to the attention of the compilers since April. Not all project directors replied, but it was decided to include the former descriptions so as to avoid confusion. These are dated April 1966. New and updated entries are dated November 1966. In addition, certain entries classified in the first Report as "completed" have been omitted from the present collection. The second Report is thus conceived primarily as a "current awareness" source for researchers. See Using This Report, page (iii) below.

Your attention is drawn to two other information projects at the Center for Applied Linguistics. Language Research in Progress (LRIP) publishes reports on all current, documented language-related research. The present Clearinghouse Report has drawn heavily on the facilities and findings of LRIP, is in fact simply a specialized list drawn from it, departing only slightly from LRIP coverage. The Inventory of Projects and Activities in Reading and English, and its recently issued Supplement, list, by state and level of instruction, all such documented activities. Reports issuing from these two projects are available to research scholars on request.

It is more than possible that there is social dialect research in progress at American higher institutions that is not represented here. Your aid in bringing such research to light is earnestly solicited. Certain project directors may wish to rewrite or otherwise revise their entries in the light of further work, so that subsequent reports may be more fully documented. Comments and suggestions, as well as revisions and additions, are welcomed.

Alfred S. Hayes
William A. Stewart
Joy Varley

Education and Research Program
Center for Applied Linguistics.

USING THIS REPORT

The loose-leaf binder format is intended to facilitate easy removal and insertion of pages. Each project description is confined to one page (in some cases, both sides of one page). It is hoped that revisions and additions can be sent to you at least once every six months.

Projects are listed in the Table of Contents alphabetically by state and location of research (not necessarily by home institution of the project director), and the descriptions of the projects themselves are filed in this order.

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Lawrence Caroline

Center for Research in Language and Language Behavior, University of Michigan,
Ann Arbor.

STUDY OF STANDARD DIALECT OF NEGRO COLLEGE STUDENTS.

The goal of this work is to produce preliminary evidence of the feasibility of teaching a standard dialect of English to students at Negro colleges in the South, using 2nd-language techniques. It is thought that following a thorough phonetic, phonemic, grammatical and syntactic analysis of what can be called the original or native dialect, a contrastive analysis with the standard dialect of English would yield the areas of principal difference. Programmed teaching materials could then be prepared with emphasis on major areas of difference. They are cooperating with Nelson Francis' Tougaloo project, and using the Tuskegee Institute, Alabama, for informants. Tape recordings have been made and are being analyzed; they consist of retold stories, stories from TATs, and conversations with the researcher. Intelligibility experiments have also been made. Similar tests have been carried out with white southern students. Results to date: tentatively, there are statistically significant differences in intelligibility scores between the white and negro students. Hence, one of the pedagogic tools necessary will be programs to condition better auditory discrimination. Also, negro speech varies phonetically according to region, but not grammatically or syntactically. So the teaching devices may be quite uniform except that changes in phonetics will be indicated.

April, 1966

Evan R. Keislar, Carolyn Stern, Avima Lombard, Geraldine Trevor, Tobie Gonick, Willa Gupta

Department of Education, University of California, Los Angeles.

INSTRUCTION OF SOCIOECONOMICALLY HANDICAPPED PRESCHOOL CHILDREN IN THE USE OF LANGUAGE TO INCREASE ACADEMIC APTITUDE (PRESCHOOL LANGUAGE)

Goals: 1. To determine the principles of language instruction which will increase the ability of socioeconomically handicapped children to use language; 2. To test the hypothesis that special instruction in the use of language with such children will result in improved language ability and more rapid academic progress during the first year of school; 3. To discover the best ways of developing and using programmed instruction with language-handicapped young children.

Procedure: Children three to five years of age from various day care centers in Los Angeles County are the subjects for this series of investigations. A number of subsidiary studies are being carried out to test different principles of instruction in the use of language. Generally speaking these involve two groups of culturally-deprived children, each being instructed in a different way; appropriate control groups of socioeconomically handicapped and middle-class children are being used also.

Based on the results of these subsidiary investigations, a major three-year experiment involving a total of 400 children will be carried out. Experimental groups will be given comprehensive training using programmed learning methods which require oral and manipulation responses from the subjects.

Measures to be used as criteria for the major experiment will include: 1. the ability to understand instructions, questions, and information presented orally; 2. ability to speak sentences (to describe situations presented visually) involving different linguistic forms and vocabulary; 3. to use language effectively in logical thinking (i.e. to use language to cue oneself appropriately in both overt and covert fashion). The most important criteria will include academic progress during the first grade.

The first year's report on the above activities is available; also, an article appeared in the October, 1966, Young Children.

In academic 1966-67, an experimental program with 70 children will be administered. The program will provide various types of language experience in 15-minute daily structured curriculum. Techniques such as echoic, modelling, language practice, story production, as well as use of language in problem-solving will provide practice in the three phases of language: expressive, receptive and mediational. In addition, a number of studies on questions such as the effect of corrective feedback vs. no feedback for wrong answers, affect of variety contrasted with repetition, and various types of training to produce increased flexibility in verbal output will be conducted.

This project is also an Evaluation and Research Office for the Head Start Program, and as such will develop a number of instructional programs to evaluate language ability in a number of different areas, as well as carry out research studies on active aspects of the school oriented behavior of this population.

November, 1966

Neil Eddington

Department of Anthropology, University of California at Berkeley.

TITLE UNKNOWN

This is a study of verbal behavior and oral tradition, with (currently) a folklore and content analysis orientation. Tape recorders have been distributed to seven families, who have been encouraged to record themselves in daily living (all aspects). The tapes are being transcribed by the Discussion Group on Problems of Sociolinguistics at Berkeley (Sue Ervin-Tripp, Dan Slobin, J. J. Gumperz) and the tapes and transcripts will be stored in the Anthropology Department at Berkeley for later linguistic analysis.

April, 1966

June Rumery

Department of Linguistics, University of California at Berkeley

A COMPARISON OF SOME GRAMMATICAL ASPECTS OF NON-STANDARD AND STANDARD ENGLISH

Miss Rumery is working with a 76-year-old Negro woman, an in-migrant from Louisiana now living in California. Conversations with varying topics and participants are being taped, both with and without the informant's knowledge. On the basis of these tapes, Miss Rumery will attempt to see how transformational rules that have already been written for standard English have to be modified to account for this particular variety.

A concordance program developed by the University of California Machine Translation Project as an aid to linguistic analysis is being utilized in the study. The data is being transferred directly from tape to punched cards.

April, 1966

J. L. Dillard, Marvin D. Loflin, Philip A. Luelsdorff, Loren Nussbaum, Irwin Feigenbaum, Ulf Hanners, Anita Friedman, Bengt Loman, M. Larsen, William A. Stewart.

Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C.

URBAN LANGUAGE STUDY AND MATERIALS DEVELOPMENT PROJECT

Goals: Description of the non-standard English spoken by Negroes of a socio-economically disadvantaged social stratum in the District of Columbia, including sociolinguistic description and psycholinguistic attitude studies. Teaching materials for teaching the standard dialect to speakers of the non-standard dialect will be developed in cooperation with teachers from District of Columbia schools. Contingent upon additional funding, workshops will be held in the summers of 1967 and 1968.

Approach: Informants, aged 8-14, are chosen from a neighborhood site -- a block which is also being studied sociologically and anthropologically. The speech of the informants is being treated as an independent linguistic system, not as a deviation from standard English. Both standard linguistic elicitation techniques and recording of spontaneous conversation are being used as data gathering devices, and cross-checking between the two is being performed. Recording of spontaneous conversations are being made on very high grade (Ampex) binaural type equipment, in order that not only segmental phonological but also suprasegmental and paralinguistic features may be studied. The linguists involved on the project are essentially transformational-generative in orientation. Materials development, in its early stages, is following the contrastive techniques of English as a second language teaching; modifications in the light of experience in actual classroom situations are expected.

Results to date: A reasonably complete analysis of the speech, insofar as it can be elicited in the linguist's office by conventional procedures, of one 14-year-old informant has been completed, and some comparison with the speech of other informants has been made. The syntactic analysis has proceeded through a reasonably complete analysis of the verb system, and preliminary work on nominalizations and embeddings has been performed. The phonological analysis has encompassed the gathering of data on the speech of the 14-year-old informant, a preliminary statement concerning the consonant clusters, and a preliminary analysis of the vowel nuclei (of another 8-year-old informant). A preliminary analysis of the intonational system of the dialect has been performed, using spontaneous conversation recordings and other informants. Demographic data on the block has been collected, and a preliminary sociological-anthropological statement has been made.

One paper has been submitted to a journal (American Speech), several articles of a more journalistic nature (e.g. Linguistic Reporter) and several speeches have been presented, and members of the staff have participated in radio and television programs and have taught courses and given lectures related to the research being done. Six quarterly progress reports have been compiled, and at least one of these is being edited for the purpose of wider distribution.

November, 1966

John T. Dailey (Clinton A. Neyman, Jr., Dean L. Des Roches)

Department of Education, The George Washington University, Washington, D.C.

RESEARCH ON LANGUAGE FACILITY AND DIALECT TRANSFORMATION IN CHILDREN

Objectives: 1. To develop a revised code for classifying errors and deviations in speech samples and a method of transferring speech phonetically to computer tape. 2. To administer the Dailey Language Facility Test to a nationally representative sample and develop norms for spoken speech, including various "dialects" and deviations from standard English. 3. To determine how various "dialects" are related to rural urban factors, socio-economic status, ethnic group, basic level of language facility, aptitude and achievement measures, quality of educational opportunity, and various characteristics of the home and neighborhood environment. 4. To develop and evaluate materials for teaching standard English to preschool children who speak dialects.

Procedures: Data are available for distributions of 24 major types of errors in speech for 15 District of Columbia schools for the Dailey Language Facility Test. The basic code, developed in this study for classifying serious errors in speech, pronunciation, and grammar in the speech samples, will be revised and particularly designed for coding differences between urban dialects and standard English.

The Dailey Language Facility Test will be administered in the spring of 1966 to a nationally representative sample of 1500 boys and 1500 girls each in kindergarten, 1st grade, and 3rd grade in approximately 20 schools. For 200 of the urban students, mothers and other family members would also be tested and interviewed. Each protocol would be transcribed by specially trained typists on to magnetic tape using phonetic symbols, word for word, preserving the child's pronunciation. Normative distributions would be made for each word used, by sex, grade, ethnic group, general level of language facility, size of city, type of family, type of neighborhood, and type of school. A series of factor analyses of the complete set of measures would define the way various speech errors or deviations relate to each other and, in effect, give detailed definitions of the various dialects that exist.

On the basis of the analysis results, curriculum and study materials will be developed for teaching standard English to pre-school and kindergarten pupils. This curriculum would emphasize avoidance of the errors and deviations found to be most frequent.

April, 1966

Charles Hurst et al.

Department of Speech, Howard University, Washington, D.C.

PSYCHOLOGICAL CORRELATES IN DIALECTOLALIA

Dialectolalia is the name given to the series of oral language behaviors which differentiate substantially large groups of sub-standard (low proficiency) speakers from high proficiency speakers. These behaviors include: phonemic and sub-phonemic replacements, syntax, faulty phonology and poor vocabulary.

The first stage of this research program had these primary objectives: 1. To identify some important psychological (emotional, attitudinal and personality) variables on which good and poor speakers differ; 2. to evaluate the effectiveness of a battery of procedures in identifying dialectolalia; 3. to examine the implications of the battery identification approach for more effective instructional programs. The study was concerned with evaluation of the incidence of speech and language deficiencies in a college population of predominantly Negro students. Three hypotheses were tested: 1. That students evaluated as poor speakers differed significantly from students evaluated as good speakers in emotional tolerance level, indices of social adjustment (personality) and attitudes towards speech standards and remedial programs; 2. that a diagnostic procedure consisting of an interview and battery of speech and psychological instruments is more effective in identifying the major components of dialectolalia including undesirable psychological variables, than traditional methods; 3. that a program of remedial instruction for improving speech and language, providing for attention to the full constellation of factors making up the condition, rather than one concentrating solely on articulatory deficiencies, is more effective than a purely conventional program of instruction.

Subjects were 1,209 Howard University freshmen from 42 states. The first two hypotheses were tested by: an audiometric test, a speech battery, a psychological test battery, a socio-economic assessment inventory, a speech and language attitude inventory. The speech tests were evaluated by a panel of judges and rated on a 9-point scale, as proficient, non-proficient, or moderate -- this last group was not considered further for purposes of this study. The psychological test battery showed proficient speakers had more qualities important for personal adequacy, emotional tolerance, interpersonal relationships and academic achievement. The socio-economic assessment inventory showed that greater family participation, leadership, and achievement activities characterize high proficiency speakers, reaffirming the notion that speech proficiency and personality structure are largely socially conditioned and are products of the environment. A positive attitude, however, does not seem to be a prime prerequisite for speech adequacy. Awareness of personal speech deficiencies indicated the influence of the peer group and group pressures to conform.

April, 1966

The 3rd hypothesis was tested by selecting 140 speakers from the low proficiency group and dividing them into 7 groups of 20 (including a control), 6 of which received various degrees of information and therapy. All groups showed improvement on post-testing, but significant improvement only occurred for those who attended remedial speech classes and the speech clinic.

Further research: A more widely series of screening devices is needed, and this work will be undertaken. The implication of this study for vastly improved instructional programs should be tested on a large scale, including mass testing, evaluation, etc. and these should be extended to dropouts, adults, and school programs. A pilot study has begun. More should be known about the nature of the problem, further linguistics analysis is being done to create new therapy techniques and remedial procedures.

Dale P. Crowley, Robert O. H. Petersen, et al.

University of Hawaii and State of Hawaii Department of Education, Hilo.

THE HILO LANGUAGE DEVELOPMENT PROJECT

Problem: Many citizens of Hawaii reach adulthood having never acquired even a minimal control of standard English. The main problem is a lack of general, rapid, uniform growth in total language skills. The results, however, are more than linguistic; there are critical academic, psychological, social and economic implications for the monodialectal speaker of Hawaii Islands Dialect (Pidgin).

Conventional classroom procedures in attempts to impart a control of standard English have been unsuccessful for large numbers of pupils. The drawbacks of conventional methods have resulted in linguistic retardation of the pupils, because of a lack of knowledge about the relationship between the Hawaii Islands Dialect and standard English, a lack of linguistically significant materials in the curriculum, and a deficiency of linguistically oriented teachers trained to present the materials effectively.

The project is based on these assumptions: That children can be taught control of another dialect in school. That teaching goals can be identified. That an oral control of standard English will provide the basis for quick and efficient learning of reading and writing. That children in the lower elementary grades (K-3) will be able to learn another dialect more efficiently than older children.

Description: Work and development is progressing in several phases:

1. Linguistic analysis and description of the Hawaii Islands Dialect, and a contrastive comparison with standard English is being carried out to determine the language features of standard English which are lacking in the pupils' speech.
2. Sequencing of these features and the writing of lessons designed to present them in a pedagogically and linguistically sound framework is continuing.
3. The teachers of the experimental groups are being trained in modern audio-lingual approaches to language teaching and in sound techniques of classroom presentation.
4. The lessons are being presented to four experimental grades (K-3) in the Keaukaha School, Hilo, where 95% of the pupils are monodialectal speakers of Hawaii Islands Dialect.
5. There is continuing evaluation of the lessons (for revision), the teachers (to guide training), and the children (to test progress against control groups).
6. A test to measure oral speech proficiency in standard English as opposed to Hawaii Islands Dialect has been developed and is being employed to test the progress of experimental groups against control groups.

November, 1966

Objectives:

1. To demonstrate the effectiveness of the strategy devised by the staff and developed during the project.
2. To demonstrate that non-specialists in language teaching (classroom teachers) can do an effective job of teaching standard English given the proper materials and orientation.
3. To provide lessons directly applicable to Hawaii schools, and of interest wherever there is a dialect problem.
4. To provide consultation on dialect teaching problems to schools and teachers.

Full results will appear in the late fall of 1969.

Edward T. Hall

Illinois Institute of Technology, Chicago, Illinois

ETHNIC USE OF MICRO-SPACE IN INTERPERSONAL ENCOUNTERS

The objective of this research is to discover how ethnic groups, in face to face encounters, differentially employ and code various combinations of sensory perception as an out-of-awareness process and to determine how using different codes may lead to alienation.

It has long been assumed that "basic" non-verbal communication between men (regardless of culture) is pretty much the same. The data at hand do not support these assumptions: In fact, such differences can lead to alienation. To gain insight into alienation, one of the many para-communicative sub-systems is being studied.

The point of entry is via the use of distance in encounters, because in setting distances people also help to define the situation, which is a function of: their relative status, the business at hand, and affect. Parataxic communication occurs whenever there is a lack of congruence between two cultural systems, so that the individuals involved "define" the situation differently.

November, 1966

Raven I. McDavid, Jr., William M. Austin, Alva L. Davis

University of Chicago and Illinois Institute of Technology

COMMUNICATION BARRIERS FOR THE CULTURALLY DEPRIVED

[Note: The Final Report on this project, USOE Cooperative Research Project 2107, is available in mimeographed form.]

This study was designed to do two things: 1. to provide a more detailed and sophisticated knowledge than was hitherto available about social differences in oral communication in the Chicago Metropolitan area; 2. to ascertain the accuracy with which inhabitants of this area could identify the race and education of speakers whom they could not see.

The preface to the report summarizes the stages in the development of the project, including two unexpected difficulties: 1. the increasing racial tensions in urban areas, which made data gathering more difficult; 2. the lack of adequate programming for sorting out the finer details of pronunciation.

The introductory section discusses the ways in which social dialects affect education and other fields of social interaction, with brief sketches of a number of specific situations. Next, the techniques of data gathering are described -- field interviews, built around an abbreviated version of the questionnaires used in the American Linguistic Atlas Project, with all interviews recorded on tape; the questionnaire used in the project is presented in full.

The third, fourth and fifth sections summarize the findings. Drawing on Leonard Bloomfield's Language (1933), the previous collections for the Linguistic Atlas, and Lee Pederson's dissertation, The Pronunciation of English in Chicago (University of Chicago, 1964), it was possible to construct a rather accurate tentative description of the pronunciation system of middle-class Chicago English, with some indication of variations characteristically found in lower-class white speech; the more intensive investigations for the project support the preliminary conclusions. The highly detailed mass of new evidence on Negro speech leads to the conclusion that segregated patterns of residence in Northern cities perpetuate differences between the white middle-class norms and the speech of urban Negroes. The section on paralanguage -- "significant noises made by the non-articulated vocal tract" -- is the first study of social differences in this aspect of communication; these differences, perhaps the most important cues in lay reactions to unfamiliar voices, deserve further intensive investigation.

To determine reactions to pronunciations, the investigators devised an instrument composed of pronunciations by speakers of specific regional and ethnic backgrounds. This instrument was administered to some three hundred respondents, whites and Negroes in almost equal numbers, of various educational and social backgrounds; responses were punch-carded and processed by an IEM 7090 computer. The correlations between the pronunciations and the judgments of respondents are presented in detail. In general, Chicagoans seem able to identify the race of the speakers, though particular utterances are sometimes strikingly misidentified. Finally, there is an annotated bibliography on social dialects, through 1963.

November, 1966

Carl Bereiter (Jean Osborn, Siegfried Engelmann, Philip A. Reidford)

Institute for Research on Exceptional Children, University of Illinois, Urbana

ACCELERATION OF INTELLECTUAL DEVELOPMENT IN EARLY CHILDHOOD (AN ACADEMICALLY-ORIENTED PRESCHOOL FOR CULTURALLY DEPRIVED CHILDREN)

A pilot program, in which 15 disadvantaged Negro 4-year-olds are being given a high-intensity program of direct verbal instruction in language, reading and arithmetic, has been set up. The major emphasis in all phases of the program is on teaching basic language statement patterns. After three months, gains of 12-15 months in language age were obtained, and after a further three months, further gains of 9, 5 and 8 months were obtained on the Illinois Test of Psycholinguistic Abilities (ITPA) subtests for auditory-vocal automatic, auditory-vocal association, and vocal encoding. Gains well in excess of chronological age gains were obtained on almost all other subtests.

The training consisted of Structural Language Training (the acquisition of grammatical statement patterns and a grasp of the logical organization of these patterns, and emphasis on perfecting pronunciation); Teaching Arithmetic Through Language Operations (to the extent to which arithmetic and everyday language share assumptions is the extent to which arithmetic is nothing more than a foreign language and can be taught as such); Teaching Reading as a Logical Process (an approach in which children gained a maximum amount of experience in the explicit handling of rules and statements, using CVC trigrams, lower-case letters and 6 simple rules).

Work has also been done on the importance of verbal and non-verbal factors in cultural deprivation, studying children with sensory (deaf and/or brain-damaged) handicaps.

April, 1966

Thomas H. Shriner, Lynn Miner

Children's Research Center, University of Illinois, Urbana.

THE CULTURALLY DISADVANTAGED CHILD'S LEARNING OF ENGLISH MORPHOLOGY

Relatively little is known about the morphological abilities of the culturally disadvantaged child. The purpose of this study is to investigate the rules utilized by such children to generate English morphology. The questions asked are as follows:

1. What rules do culturally deprived children possess for generating English morphology?
2. Do differences exist between sexes?
3. Do differences exist between mental ages?
4. Is there a difference between receptive and expressive aspects of English morphology?

The following procedures will be employed in gathering the data:

The Peabody Picture Vocabulary Test will be administered to obtain a mental age for each of 30 Ss.

A screening test of articulation will be given for those phonological items assessed on the morphology test.

The morphology test, both receptive and expressive, will be administered.

Harry Osser

Johns Hopkins Hospital, Baltimore, Maryland

SPEECH DEVELOPMENT IN CHILDREN WITH EMPHASIS ON THE DEVELOPMENT OF SYNTAX IN URBAN CHILDREN WHO SPEAK A NON-STANDARD DIALECT

Problems: 1) What are the differences between the urban child's control of his own non-standard dialect, and his control of the standard dialect? 2) What syntactic structures are available to the child? 3) Are there discernible stages in his syntactic development?

Twenty 5-year-old children were taped for 20-30 minutes of free speech and imitations of ten sentences incorporating passive, conjunction, adjective, relative clause, inversion, separation, possessive, negative, t-subordinate and t-object constructions. These same structures were used to test the child's comprehension ability.

Results. Speech production -- Three main categories of analysis are being used: 1) Range of structures used by each child and frequency of occurrence. 2) Total number of kernels and transformations per child. 3) Amount of syntactic complexity in each child's speech. Children recoded imitations to fit their own dialects. Speech comprehension -- Discrepancies were discovered between the group's responses on the imitation and comprehension tasks to the same structures, which could be understood by referring to the child's dialect. For example, possessives were poorly imitated but apparently well understood ("receptive bilingualism"). A rank-order of difficulty was developed for the ten experimental structures. The order of difficulty from most to least difficult was: relative clause, (negation, possessive, t-subordinate, tied), (passive, inversion, conjunction, tied), adjective, separation, and t-object. This gives information about the degree of control the children have over these structures. The frequencies of occurrence of these structures in free-speech production are being tabulated to compare with their order of difficulty in the imitation/comprehension tasks. A quantitative index of syntactic complexity was developed based on a weighting system applied to each kind of grammatical rule. The number and kind of rules applied to a kernel to generate a transformation were the determinants of the measure of the sentence's syntactic complexity. This index predicted the order of difficulty of the structures.

The next stage of the research, to begin shortly, will involve Negro and white children from 2 groups each, to isolate the effects of dialect, race and social class. The same procedures will be used with a larger number of syntactic structures.

April, 1966

Doris R. Entwisle

Assistant Professor of Social Relations, Johns Hopkins University, Baltimore, Md.

WORD ASSOCIATIONS OF DISADVANTAGED CHILDREN.

The problem concerns subcultural differences in linguistic development. This research is directed at analysis and interpretation of word association data already collected from Negro and white slum children residing in Baltimore. A factorial design makes it possible to study effects of race-of-interviewer and race-of-child, as well as age, IQ, and sex of child.

Two general kinds of analyses are underway: 1. within the slum groups, and 2. between slum groups and other socio-economic status or subcultural groups studied. Matched samples of Negro and white children residing in Baltimore provided word associations to a standard set of stimulus words already used with other socio-economic and subcultural groups. Both Negro and white interviewers gathered the data from both kinds of children, so administration effects could be isolated. Children at kindergarten, first, third and fifth grade, equally divided by sex and at average (95-105 inclusively) and low (85 or less) IQ were included so that effects of age, sex and IQ level could also be isolated. These data were compared with data from children with the same characteristics residing in the suburbs and in rural areas. Also, the data were compared with data from matched samples of urban children with about \$6,700 p.a., and about \$3,000 p.a. family income.

Preliminary analysis of the data shows strong effects attributable to race of child and to interactions between race of child and race of interviewer. By comparing slum data with data for suburban and rural children, some insight can be gained into comparative rates of development in the various groups, and also into what factors may enhance or slow development. Initially some surprising outcomes have appeared. First grade slum children are ahead of first grade suburban children, both in terms of form class development and in commonality percentages. This advantage seems to disappear by third grade.

This research has direct implications for education of minority groups; i.e., studying interactive effects between race of teacher and race of child, defining the precise nature of verbal deficits present in minority groups, and so on. Also, it has relevance for the influence of verbal interaction on pace of linguistic development.

November, 1966

John Mellon, James Moffett, Wayne O'Neil, Davenport Plumer (Steven Brown, Courtney Cazden, Henry Olds, Charles Reed, Anita Rui, George Thomas, Joel Weinberg)

Graduate School of Education, Harvard University

DESIGN OF A SCHOOL-WIDE LANGUAGE DEVELOPMENT CURRICULUM, FOR STUDENTS WITH SEVERE LANGUAGE DISABILITIES.

The School Language Group will study and attempt to define the language problems of the culturally deprived as they are revealed by research and interpreted by a theory of language. Concurrently, this group will begin work on a language development curriculum. The long-term objectives of the group are: 1. the expansion of the original curriculum work to the whole school, so that language development continues in a sustained and orderly way through all stages of the student's development; 2. the analysis of disciplines other than English to see how they can contribute to language development, and vice versa; 3. the development of a graduate course and practicum in language development for all teachers.

The basic assumption is that a school having students with language disabilities must treat these disabilities in an intense and systematic way. The first step towards curriculum design for such students is a thorough description of their language. The theory of transformational grammar will be used. There appear to be three most important areas for study: vocabulary, syntax, and "supra-syntactic linguistic conventions characteristic of both the written and the spoken language" (logical, temporal and rhetorical relationships). The curriculum will be based on the emerging details of the mismatch between students' language performance and the language expectations of the school.

The following studies will be carried out in the Boston area in 1966-67:

1. Measures of linguistic performance for characterizing the language of children in any setting.
2. Children's out-of-school language. It is hypothesized that this is syntactically richer and has more vocabulary fluency than in-school speech.
3. Children's language in in-school discussions. It is hypothesized that culturally deprived children perform better when conversing with non-deprived children and with non-teacher adults.
4. The language of classroom teachers. Do they, in fact, use language that exceeds the comprehension ability of children?
5. The performance ability of children. This will attempt to establish normal upper limits of performance ability for students at various ages.
6. Language learning studies. These will depend on the results obtained from the above, but may consist of exercises to increase short-term memory, and procedures for the teaching of vocabulary.

Proposed Curriculum Development Projects

Three projects, based on existing evidence and evidence gained from the above studies, will focus on the areas of reading and vocabulary improvement, and oral and written tasks that teach the "elaborated code". They will be sequences of planned exercises stressing language use and a positive attitude towards it. It is not anticipated that any, or all, of the projects will produce a full year's curriculum for any given grade. The projects are: 1. Oral and written language elaboration project; 2. Instructional games; 3. Reading-listening comprehension.

Loren S. Barritt, Mervyn I. Semmel, Paul Weener

Center for Research in Language and Language Behavior, University of Michigan, Ann Arbor.

LONGITUDINAL COMPARISON OF THE PSYCHOLINGUISTIC FUNCTIONING OF "EDUCATIONALLY-DEPRIVED" AND "EDUCATIONALLY-ADVANTAGED" CHILDREN

1. A comparison of the changes in psycholinguistic functioning of educationally deprived children after one year in an integrated school.

This study is part of the project begun a year ago. It was the purpose to examine the changes in language functioning of a group of children who had attended a segregated school and were now to be bussed to an integrated public school setting. The pre- and post-testing of these children is completed and at present the data from the post-testing are being analyzed. An analysis of the pre-test data has already been published under the title "The comparison of the psycholinguistic function of educationally-advantaged and educationally-deprived children" (CRLB Progress Report no. II).

2. The changes in language functioning of pre-school "deprived" children as a result of a language-oriented pre-school curriculum.

It is the purpose of this study to determine whether measurable changes in the psycholinguistic ability of deprived children can be produced by the introduction of a language-oriented pre-school curriculum. 45 "culturally deprived" pre-school children in Ann Arbor and Inkster, Michigan, were tested at the beginning of the pre-school program. During the year, the investigators, working in cooperation with the pre-school teachers, will develop techniques for improving the language habits of these children. In the spring, the children will again be tested to determine whether measurable changes have been produced. A control group of 30 children in Inkster, Michigan, will be pre- and post-tested without the introduction of the special language program during their pre-school experience. The Illinois Test of Psycholinguistic Ability, as well as supplementary measures developed by the investigators in previous research, will be used to assess changes in the pre-school children.

November, 1966

Klaus F. Riegel, Edwin J. Martin

Center for Human Growth and Development, University of Michigan, Ann Arbor

DEVELOPMENT OF LANGUAGE FUNCTIONS: DEVELOPMENTAL STUDIES IN SEMANTICS

This research is based on the assumption that denotative as well as connotative aspects of meaning can be studied by analyzing word classes and class relations. Studies on the acquisition of meaning deal with questions of the age, and the rate with which various semantic classes are acquired and relations are recognized. Tasks of restricted or controlled associations, restrictions in terms of logical classes, infralogical or physical classes and grammatical classes, are being used. Comparisons will be made across various age levels, between first and second language learners and speakers of different languages. Age differences in abilities will be analyzed. Studies will cover perceptual recognition, verbal learning, retention and recall, concept and sentence formation. Normative data has been obtained on Spanish and Japanese speakers (ages 12, 15 and 18) using 40 stimuli and 8 restricted association tasks. Data will be obtained in French, German and Italian speakers.

On the basis of adult word association norms, response terms have been selected and presented to Ss who must then identify the original stimulus terms. The results would shed some light on the accuracy of concepts in children, as well as on training procedures for the improvement of their performance. This method is being applied to groups of socially deprived first-graders, and other groups.

April, 1966

Sandor B. Brent

Department of Psychology, Wayne State University, Detroit, Michigan

LANGUAGE AND COGNITION RELATED TO SOCIAL CLASS AND SUB-CULTURE

This research is concerned with the relationship between language and cognition (conceived of in Sapir-Whorf terms), and with the implications which this relationship has for the attitudes, aptitudes, and educability of speakers of different languages. Specifically: 1. differences in the lexical and structural characteristics of the everyday language used by Negro and white subjects will be studied as well as, 2. differences in the cognitive partitioning of the concrete objects of everyday experience as they are perceived by the two groups. Implications of the relationship between 1. and 2. for the education of Negroes for survival in a white society will also be explored.

Two research stages are contemplated: I. will focus upon the descriptive aspects of the problem under investigation, i.e., an attempt will be made to discover whether the hypothesized differences in language and cognition between the speakers of the two groups do in fact exist. II. will focus upon methods for training non-standard speakers of American English to develop some of the conceptual and verbal tools implicit in the standard language.

The design envisaged is essentially a groups by levels design, i.e. a 2 x 2 comparison of race by employment record. The pilot groups will be Negro and white working-class men matched for age and educational level. Within this male population, two levels of employment experience will be compared: those individuals who have held a steady job for a year or more and those who have not. The purpose of this design is to discover whether race (hence, presumably, subculture), or employment experience is a more significant differentiator between groups with respect to the variables under investigation.

November, 1966

Roger W. Shuy

Department of English and Department of Linguistics and Oriental and African Languages, Michigan State University, East Lansing.

A STUDY OF SOCIAL DIALECTS IN DETROIT

The aims of this research are to identify the significant features of pronunciation, lexicon, grammar and syntax of native Detroiters of several social classes and ages. These linguistic features will then be compared to equivalent responses of Negroes, Jews, Southern Whites, Poles, Canadians and Mexicans (of different social classes and ages) who have lived in Detroit for various lengths of time. Since Detroit is split geographically and socially, east from west, the investigation will further compare the linguistic responses of east side and west side Negroes, etc. The patterning which exists within the various minority groups will provide a focus for pedagogical applications.

Fieldwork is being conducted by a team of 12 linguists and the Director. Each fieldworker has conducted 65 interviews, which have been recorded, transcribed, checked, rechecked, and filed in "bits" marked for grammatical and syntactical features, according to phrase, clause and sentence types, so that quantitative analyses may be made. Fieldwork so far has been extremely successful, in that only 7 out of 700 interviews were rejected.

A full-time computer specialist has worked on the data and produced a program for the 3600 SDC computer, and some preliminary machine analysis has already begun.

November, 1966

W. Nelson Francis, Beryl L. Bailey, Robert H. Meskill

Brown University, Providence, Rhode Island

**PREPARATION OF MATERIALS AND COURSE OF STUDY FOR IMPROVING THE COMMAND OF
STANDARD ENGLISH OF ENTERING FRESHMEN AT TOUGALOO COLLEGE, MISSISSIPPI**

This program is based on the fact that the language problem is central to the academic deficiencies of many college students.

Not only do Tougaloo students speak a dialect considered "socially inferior" but this very fact shows that they are ill-prepared to handle the language of educated discourse in which their education is to be conducted. Previous "traditional" attempts at remedial English have met with discouragement and failure on the part of the students. Modern language teaching techniques and skills will be brought to bear on this problem, and the aim will be not to eradicate or replace the students' native speech, but to give them in addition a command of a version of English that will not handicap them. This "bidialectism" is by no means unique in the world.

The first phase, June 1965 to July 1966, consisted of a linguistic analysis of the language of the language of Tougaloo pre-freshmen, carried out by Dr. Beryl Bailey, and an "attitude survey", intended to reveal the attitude of Tougaloo students toward various varieties of standard English, carried out by Richard Tucker of McGill University.

Preparation of instructional materials for use in the classroom and the language laboratory was begun by Dr. Robert Meskill in the summer of 1966. The materials were tried out with experimental sections in the pre-freshman program. Revised versions are being used in an experimental freshman section and further materials are being prepared during the academic year 1966-67. It is anticipated that the full set of materials will have been prepared and tested by June 1968.

November, 1966

Martin Deutsch et al

Institute for Developmental Studies, New York University

LONG-RANGE INVESTIGATION OF THE DEVELOPMENTAL, PSYCHOLOGICAL AND SOCIAL DETERMINANTS OF LEARNING AND INTELLIGENCE, WITH PARTICULAR EMPHASIS ON THE ROLE OF ENVIRONMENTAL INFLUENCES

The range of this research is very wide and the following description is just an outline of some aspects of the work.

1. The Verbal Survey. This has investigated the verbal and conceptual performance of lower- and middle-class, first and fifth grade, white and negro children. The relationship between social environment and verbal/conceptual ability has been studied, also patterns of performance in these ability areas have been related to general academic achievement. Five distinct problems have been investigated: the relationships among various facets of verbal and conceptual behavior; the effects of social deprivation on verbal and conceptual abilities; cognitive and verbal patterning according to age; potential differential relationships between environmental deprivation and cognitive functioning; the degree to which and the manner in which the various verbal and cognitive tests are related to academic achievement, particularly to reading skill.

2. Communication of Classroom Information. This is designed to explore the language skills of the intellectually normal but socially disadvantaged child. The receptive language study dealt with comprehension, the expressive language study with linguistic skill and speech content.

3. The Telephone Study. This is devised to obtain representative speech samples from young children for close study of their verbal behavior. Three variables were analyzed: the degree to which the child used more than routine, unelaborated factual responses; his ability to make himself easily understood; his use of complete sentences or complete phrases.

4. Reading Research. Studies of the child's basic reading skills, of the effects of psychopharmacologic agents on children's reading performance and their reaction time, of visual and auditory efficiency in reading, and of reading performance among retarded readers have been conducted, along with many subsidiary investigations.

April, 1966

William Labov, Paul Cohen, Clarence Robins

Department of Linguistics, Columbia University, New York.

A STUDY OF THE STRUCTURE OF ENGLISH USED BY NEGRO AND PUERTO RICAN SPEAKERS IN NEW YORK CITY

Objectives: The proposed research is a study of the English used by the Negro and Puerto Rican sections of the New York City speech community. The principal objective of this work is to define the structural and functional conflicts between standard English and the Negro and Puerto Rican vernaculars -- conflicts which may interfere with the acquisition of reading skills.

By structural conflict is meant the interference in the learning of standard English which stems from an underlying linguistic structure significantly different in sound patterns, morphology, syntax and semantic organization.

Such an underlying structure is conceived as a system in equilibrium, which resists pressures for change at one point by corresponding re-adjustments of a network of internal relations. By functional conflict is meant the interference in the acquisition of skills in reading or speaking standard English which proceeds from oppositions of value systems symbolized by specific linguistic variables. Thus it is possible for a lower-class speaker to participate in the full sociolinguistic structure of a speech community, and possess a good knowledge of the norms of careful speech, yet be unable or unwilling to use these forms in speech or writing. It is the non-cognitive functions of language which are responsible for such interference, so that each step in the process of learning to read or write may center about an unconscious conflict of values.

Procedures: The proposed study will utilize the techniques developed in previous research in the sociolinguistic structure of New York City, and supplement these with new techniques developed in preliminary work for this proposal. A survey of the Harlem speech community will be based upon individual interviews, using questionnaire forms and subjective-reaction tests that concentrate upon the linguistic variables of great significance among Negro and Puerto Rican speakers. This survey will range across several age levels, including adult speakers, teen-agers and pre-adolescent youth. A second, and equally important, approach to the speech community will be made through studying primary groups which form closed networks to define the effects of group pressures exerted on language.

The analysis of the data will be based upon the quantified indexes of linguistic performance in a wide variety of contextual styles, as defined in the interviews. The details of linguistic behavior will be examined to answer the questions: to what extent do the Negro and Puerto Rican groups show underlying language patterns markedly at variance with those of the speech community as a whole? at what age levels do these speakers begin to acquire the normative values in regard to language which define the sociolinguistic structure of the community as a whole, as well as the linguistic sub-culture which is peculiarly their own? For this purpose, the main body of data will be contrasted with smaller samples taken from other Northern cities, from other sections of New York City and from one Negro community in the South.

November, 1966

Marjorie B. Smiley

Gateway English, Hunter College, New York City

DEVELOPMENT OF READING AND LANGUAGE ARTS MATERIALS FOR CULTURALLY DISADVANTAGED YOUTH IN GRADES 7, 8 AND 9 URBAN DEPRESSED AREA SCHOOLS

The project made a careful analysis of research studies relevant to disadvantaged youth. On the basis of the findings and on the basis of the experience of staff members (all of whom were experienced teachers who had extensive experience with disadvantaged youth) guidelines were established for the selection of reading-literature materials, methodology, supplementary and enrichment readings and audiovisual aids. A basic format for the arrangement of materials in the anthologies and teachers' manuals was agreed upon and materials for use in the 7th and 8th grades was prepared for experimentation in selected New York City junior high schools. Included in each unit are lessons that deal with language concepts, writing skills, critical and developmental reading skills, and oral language practice.

Four revised anthologies and manuals for 7th grade have been published by The Macmillan Company (A Family is a Way of Feeling, Stories in Song and Verse, Who Am I?, and Coping).

Continued pilot testing of 8th and 9th grade materials is now underway in selected schools in: New York City; Benicia, Berkeley, San Diego, and San Jose, California; Westport, Connecticut; Fort Lauderdale, Florida; Baltimore, Maryland; Cleveland, Ohio.

November, 1966

Dennis Clark, Abraham Wolf, Murray Halfond, Henry Goehl, Donald Ecroyd
(William Labov)

Temple University, Philadelphia, Pennsylvania

THE DIALECT REMEDIATION PROJECT OF TEMPLE UNIVERSITY - BEREAN INSTITUTE

The overall objective of the project was to increase the employability of 160 unemployed negro female high school graduates. It was assumed that full-time training in secretarial skills and in speech over a nine-month period would accomplish this objective.

Research objectives in speech included: 1. the identification and description of those features that might be having a negative effect on employability; 2. testing the effectiveness of a training program designed to improve speech; 3. discovering those psychological, social and educational variables associated with pre-training performance, post-training performance, and eventual employability. A tape recording was made of each girl reading a standard passage. Trained judges rated each recording on a scale of over-all speech effectiveness. The girls were then divided into experimental and control groups matched on the basis of speech ratings. The experimental group received nine months of speech training as part of their secretarial training, the control group received secretarial training but no speech work. Pre-training recordings were further subjected to phonological and grammatical analysis. A standard test of speech intelligibility was also administered.

During the final week of the training program, each girl was recorded again and a second set of ratings, intelligibility scores, and phonological-grammatical scores obtained.

The data is currently being analyzed. Preliminary results show statistically significant improvement on all speech measures for the experimental group as compared to the control group. The remainder of the data should be processed by spring 1967.

April, 1966

George L. Gropper, Jerry G. Short, Audrey Holland, Jacqueline Liebergott

American Institutes for Research, 135 N. Bellefield St., Pittsburgh, Pa.

DEVELOPMENT OF A PROGRAM TO TEACH STANDARD AMERICAN ENGLISH TO SPEAKERS OF NON-STANDARD DIALECTS

Goals: 1. To investigate and identify speech and language characteristics of the Job Corps population that pose barriers to employment opportunities.
2. To develop a training program to teach standard speech and language patterns in those areas in which non-standard patterns result in non-intelligibility or non-acceptability for job purposes.

Approach: 1. Investigation of language problems by means of recognition, editing, and production tests. The tests include: auditory discrimination, articulation, mimicry behavior, interview for spontaneous speech, grammar, adjective usage, evaluation of speech, etc.
2. The training program will consist of programmed materials emphasizing active responding to vanishing cues.

Results to date: A diagnostic interview and test battery has been designed and is currently being administered to a sample of the Job Corps population.

November, 1966

Juanita V. Williamson

English Department, LeMoyne College, Memphis, Tennessee

THE SPEECH OF NEGRO HIGH SCHOOL STUDENTS IN MEMPHIS, TENNESSEE

The faculty of Lemoyne College has always been concerned about the speech of the students who enrolled there, and has been aware that an attack on this problem should be made before the students reach college level. In recent years, high school teachers have also begun to feel that something should be done to improve the speech of their students. The present study is an effort on the part of the English Department of Lemoyne College to find ways of helping the high school teachers with this problem. A great deal of effort needs to be made to help the culturally deprived Negro student to speak standard English, so as to avoid the stigma of inferiority.

The primary objective of this study is to describe the speech of the Negro high school students of Memphis and to compare their speech patterns with those of the standard English of the area, assumed to be a standard variety. It is hoped that the study will lead to a better understanding of what needs to be done, if these students are to learn to use standard English, and the preparation of more adequate materials for helping them to do so.

A preliminary study was begun in the spring of 1964, and intensive work started in the fall of 1965. The speech of 18 students from three of the large high schools in Memphis, where the student body is totally Negro, has been recorded on tape. A composite method has been used for gathering material: that used for the Linguistic Atlas of New England (interviewing individual informants who respond to the same body of material, usually with one word or phrase); and the method used first by Professor John Gumperz -- taping group discussions. The emphasis of the study is on morphology and syntax, as it is believed that there is little difference between the phonologies of local whites and Negroes. A phonological analysis is, nevertheless, being done. These analyses will then be compared with standard English, as described by Fries, Francis and Roberts.

November, 1966